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ABSTRACT

This report is a summary of recommendations for the renewal of upper secondary school vocational education in Sweden. The recommendations summarized here were made by the Swedish Vocational Upper Secondary Education Reviewing Panel. The panel found that the best way to improve the quality of vocational education in all sectors is by establishing good finishing training, and it recommends these new guidelines for vocational upper secondary schooling: (1) the integration of finishing training with foundation studies; (2) the extension of the full scheme of vocational education, in normal cases, to three years; (3) the organization of training at both schools and workplaces; (4) regular and increased inclusion of general subjects; and (5) increased cooperation between schools and the employment sector. Models for implementing these guidelines and for training teachers/instructors to improve their programs in accordance with the recommendations are described in detail. (KC)

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Swedish Ministry of Education and Cultural Affairs

Ministère Suédois de l'Education Nationale et des Affaires Culturelles

SWEDEN'S VOCATIONAL EDUCATION IN TRANSITION

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Principal Recommendations of the Vocational Upper Secondary Education Reviewing Panel (OGY)

PREFACE

The report of the Vocational Upper Secondary Education Reviewing Panel (the OGY panel) was presented earlier this year. The recommendations which it contains concerning the renewal of upper secondary school vocational education has aroused a great deal of interest. For this reason, the OGY Secretariat and the Swedish Joint Industrial Training Council have decided to publish this summary of the recommendations.

It should be emphasised that the report is currently being circulated for comment and that the present summary is not to be considered as a policy decision of any kind by the parties represented on the Joint Industrial Training Council. Nevertheless, we hope that all interested parties will find it useful as a means of studying the OGY Panel's recommendations.

The editorial committee comprised Kent Karlsson, Christian Sjöbeck, Mats Söderberg and Peter Holmberg. Copy and layout were prepared by Christina Dellham. This English version was translated by Roger Tanner and typed by Denise Hedström.

Stockholm, May 1986.

The Vocational Upper Secondary Education Reviewing Panel (the OGY panel) was appointed in the summer of 1984 to examine the need for a development and renewal of vocational upper secondary schooling.

The panel was chaired by Chief Education Officer Sven-Åke Johansson. Other members: Bertil Andersson, the Swedish Association of Local Authorities; Elise Claesson and Peter Mattson, the Swedish Confederation of Professional Associations (SACO/SR); Björn Grünewald, the Swedish Employers' Confederation (SAF); Kent Karlsson, the Swedish Trade Union Confederation (LO); Marta Olsson, the Swedish Federation of County Councils; Kerstin Thoursie, the Ministry of Education; Jan Thulin, the National Board of Education; and Uno Westerlund, the Swedish Central Organisation of Salaried Employees (TCO). Peter Holmberg of the Ministry of Education served as Principal Secretary.

In March 1986 the Panel, which was unanimous, presented draft guidelines to the Ministry of Education for a more long-term process of change. The essentials of those guidelines are described in the present publication.

The full text of the report has been published as follows:

- En treårig yrkesutbildning, del 1, Riktlinjer för fortsatt arbete (SOU 1986:2)

- En treårig utbildning, del 2, Beskrivningar och förslag för utbildningssektorerna (SOU 1986:3)

The Panel has presented four interim reports:

- Avtal om arbetsplatsförlagd utbildning (DsU 1985:9),

- Yrkesutbildningen inför 1990-talet (DsU 1985:13),

- Kostnader för gymnasieskolutbildningen (DsU 1985:15) och

- Fortbildning av yrkeslärare (DsU 1986:1)

Both these interim reports and the final reports are obtainable from Liber Distribution, tel. Int + 46 8 739 96 39.

WHY DOES VOCATIONAL EDUCATION NEED CHANGING?

The new upper secondary school admitted its first batch of students in the autumn of 1971. The aim at that time was to make vocational education an alternative for students who had previously opted for professional study programmes and to open the gates of upper secondary school to new categories of young persons.

Up to a point it would seem that these aims have been achieved. The rising trend for professional study programmes has been broken, at the same time as there has been a growth of interest in vocational programmes. In the 1984/85 school year, for example, 76% of the 104,800 students entering upper secondary school took vocational programmes (including the four-year Technology Line and the three-year Economics Line).

But vocational upper secondary schooling was not intended to provide full vocational qualifications. The recommendations put forward by the vocational educational advisory committee (YB) envisaged a final year of in-house training after the two-year programme of vocational education. This precondition has not been met in all occupational fields.

Where some occupations are concerned, the first two years of upper secondary school are not followed by any formal training at all. In many cases, though, there are induction arrangements of various kinds for young persons proceeding from upper secondary school to employment. Organised finishing training only exists in sectors where the labour market parties (i.e. employers and unions) have concluded agreements on the content and conditions of training.

The quality of vocational education varies a great deal from one sector to another, and this problem is being further accentuated by the growing pace of technical progress. Despite the expansion of job opportunities in the service sector, manufacturing industry will remain the backbone of our national economy for some time to come. Industrial employment, it is true, is expected to go on declining, but not at the same rate as before. In the employment context, therefore, industry remains an important field. On the other hand, alternative organisational arrangements, the transformation of occupational roles and qualification, the expansion of branch boundaries and other factors will in future make new and increasing demands on vocational education.

Improving the Quality of Vocational Education

The OGY Panel finds that the best way of improving the quality of vocational education in all sectors is by establishing good finishing training, and it recommends new guidelines for vocational upper secondary schooling.

- The integration of finishing training with foundation studies.
- The extension of the full scheme of vocational education, in normal cases, to three years.

- The organisation of training at both schools and workplaces.
- Regular and increased inclusion of general subjects.
- Increased co-operation between schools and the employment sector.

A THREE-YEAR EDUCATION PROGRAMME AT SCHOOL AND AT WORK

The basic model proposed by the OGY Panel for vocational education provides for an increase in workplace-based training for the first two years, and also for the consistent integration of the third year's workplace training with the time schedules and syllabi of the study programmes concerned.

This will eliminate the existing difference between two years' syllabus-related education and collectively regulated of non-existent training thereafter.

To facilitate the transition from school to employment, the duration and content of education are governed by continuous syllabi. This also provides opportunities of spacing the various teaching items methodically and cogently.

workplace training in the 1983/84 school year corresponded to 6% of the total number of student weeks. The first two school years should continue to be spent mainly in school, but workplace teaching time should be increased to 10-20% or 8-16 weeks, mainly in Grade 2.

During the third year, the students' workplace instruction ought to be 60%, i.e. in principle 3 days per week.

The Basic Model

workplace instruction during Grades 1 and 2 comprises at least 8 weeks of the total duration of studies, most of this time coming in Grade 2.

General subjects in Grade 1 should be given a relatively small volume, only seven periods per week.

In Grade 2, general subjects rise to eleven periods per week and also include a larger number of subject fields outside the actual main subject.

In-school instruction in Grade 3 corresponds to two days per week. In addition to vocational theory and five ppw project work, this also includes six ppw for general subjects.

workplace instruction in Grade 3 is a direct continuation of the in-school instruction received in the first two years. The content is syllabus-related but has to be adapted to normal activities at the workplace. In other words, it is not the intention for workplaces to set up special training departments divorced from the productive units. One fundamental idea is for the students gradually to increase their participation in productive activities, so that by the end of their training they will be equal to the demands which their work involves.

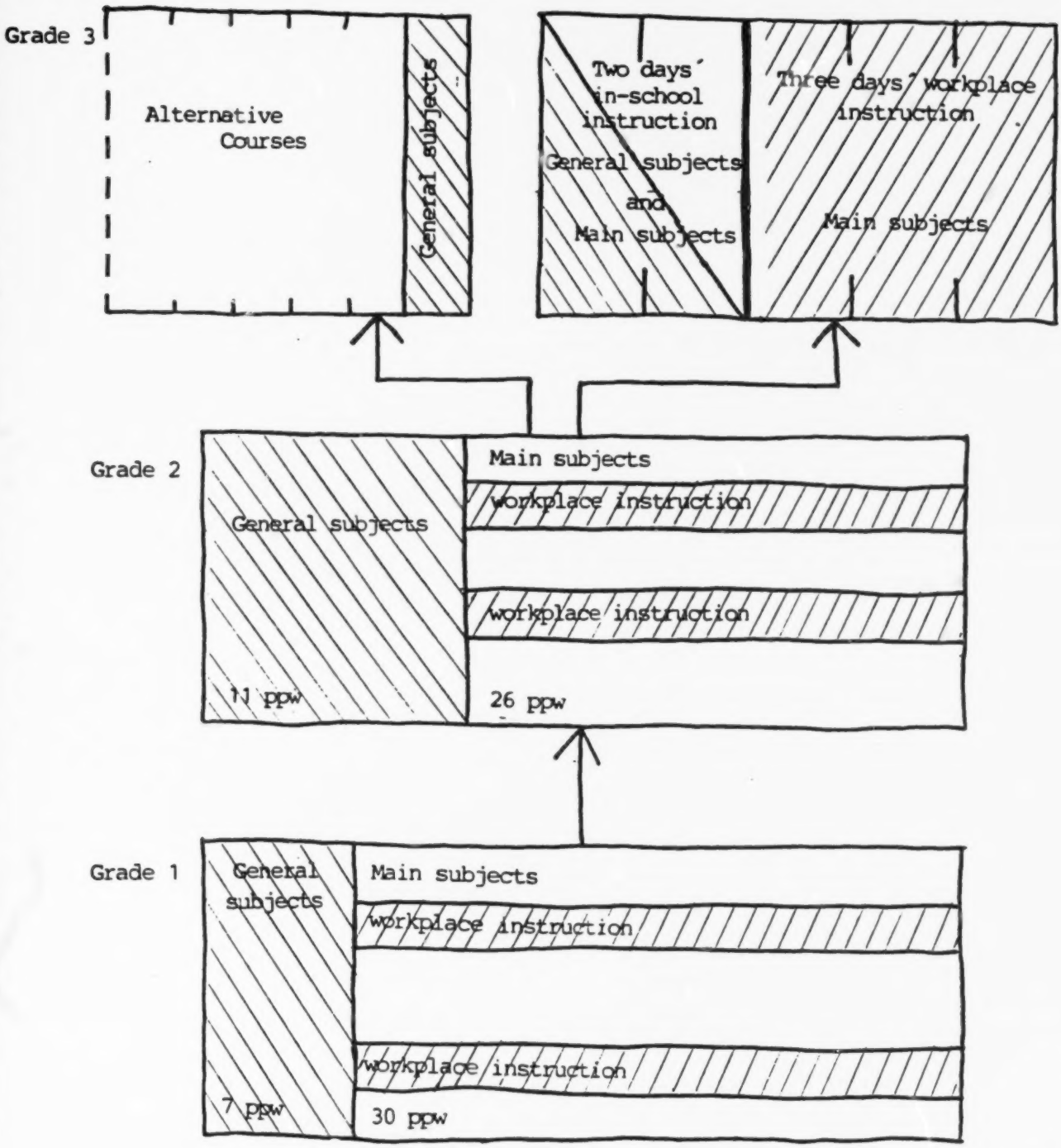
If the workplace cannot provide all the teaching items prescribed by the syllabus, training will have to be divided between two or more workplaces, or else otherwise distributed throughout the total duration of education. This has already been done, for example, in the manufacturing trades variant of the Process Engineering Line.

The third year must also, partly or wholly, be replaceable in in-school instruction in the form of alternative courses (corresponding to the advanced specialised courses now existing in certain fields) which can confer specialist vocational or additional theoretical qualifications.

The OGY Panel finds that the existing structure of upper secondary school apprenticeships, with all vocational techniques generally being taught at a single workplace, should be retained, mainly - for example - for narrow and out-of-the-ordinary occupations, for students wishing for social reasons to avail themselves of this type of arrangement, or for students living a long way away from an upper secondary school or municipal adult education amenities. Apprenticeship, however, should include both vocational theory and general subjects, to the same extent as other vocational education programmes in upper secondary school.

As regards vocational fields for which upper secondary schooling is entirely lacking, the OGY Panel finds that the NBE after consulting the parties concerned, should draw up central time schedules and curricular frames to facilitate an upper secondary school apprenticeship programme. That programme should include in-school instruction in vocational theory and general subjects, as well as practical vocational studies at workplaces.

The Basic Model



Alternative Model 1

The basic model will apply to most vocational education programmes, but the primary consideration, of course, is the object of the education, not its duration. For this reason, the basic model will have to be supplemented by at least two alternative models.

It should also be possible in Grade 3 for theory-intensive vocational education programmes - e.g. the Electrical Engineering and Control engineering branches of the Electro-Telecommunications Line - to be mainly organised on an in-school basis.

As things now stand, students taking the Electro-Telecommunications study programmes have difficulty in assimilating the growing volume of subject matter within the allotted timescale. This is apparent, not least from the comparatively lower study achievements of Electro-Telecommunications students, despite their consistently high admission qualifications.

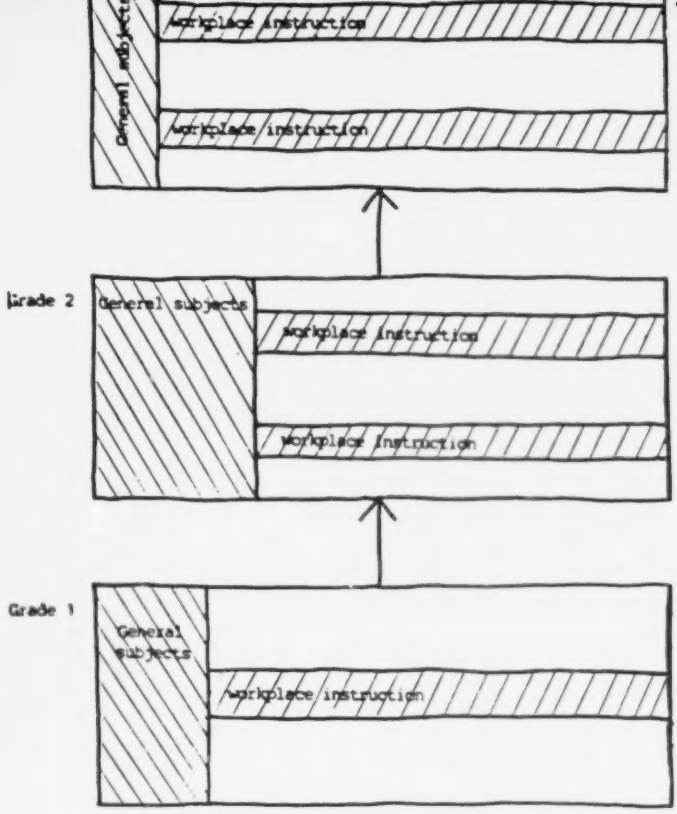
Alternative Model 2

The second alternative model applies in cases where curricular work shows that education can be completed in less than three years. A total of two years' education should be the minimum for students coming straight from compulsory school, which means that the duration of study programmes can vary between two and three years.

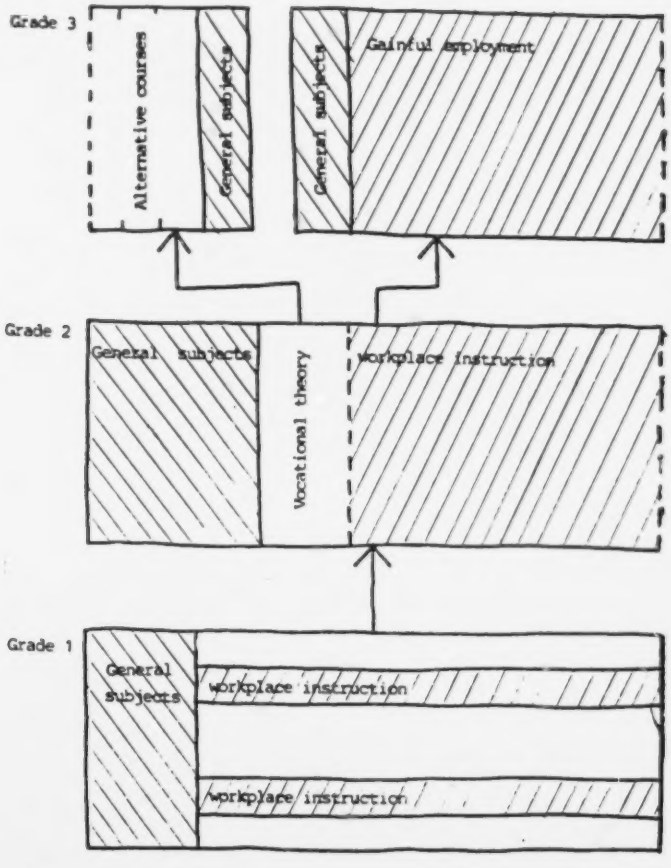
Here again, in-school instruction should dominate the first part of the education and workplace periods should be gradually lengthened as studies proceed. As a main principle, the proportions ought to be the same as for three-year study programmes. There should, however, be scope for variation, depending on whether schools or the employment sector are best fitted to provide a good education.

After these vocational studies of less than 3 years' duration, the student enters employment. To obtain a full leaving certificate, however, the student will have to complete studies of general subjects in the same way as students taking a three-year study programme. This means that students will have to be given the corresponding amount of time off from work.

One general rule should be for vocational education to be sufficient in scope to prevent the student from being confined to particular operations or a particular company on entering employment. But the content of studies should also be adaptable to the student's personal aptitudes. For example, this can mean a student being allowed to complete only a limited number of teaching items, which confer adequate competence, by obtaining a leaving certificate.



←Alternative Model 1



Alternative Model 2 →

THE MODULAR SYLLABI

The draft scheme of three-year vocational education recommended by the OGY Panel presupposes:

- The division of the syllabi into credentially defined modules.
- Each module leading to clearly defined educational objective.
- The construction of a common system for upper secondary schools, municipal adult education and employment training.
- Facilities for the separate and successive revision of modules, so that could be rapidly brought into line with changing demands for qualifications.

The idea is for teaching in one or more of the modules constituting the syllabi to be provided at the workplace instead of at school.

The OGY Panel's recommendations imply that the NBE, after consulting representatives of school authorities and, above all, industrial training councils, will specify the modules to be based on workplaces. It will then be up to the local education authority (or the county council education committee), after consulting the local vocational committees, to decide which modules in each study programme are to be based on workplaces.

Compatibility between the qualifications required in the employment sector and the competence conferred by education is important, and the level of competence must therefore be subject to continuous renewal. This, however, is not to say that educational planning must be subordinated to developments in the employment sector, or that vocational education should be closely geared to existing occupational functions. Education both can and should constitute an instrument for the transformation of working life. Similarly, it must be broad enough to prepare students for subsequent changes, and to constitute a viable foundation for further education.

A Common Modular System

There are great similarities between the vocational education programmes now provided in upper secondary schools, employment training and municipal adult education. At the same time there are certain differences with regard to methods, duration and the finality of training.

Employment training (AMU) has adopted a credential modular system, i.e. one which is based on a specific educational sequence with clearly defined objectives. Those modules are somewhat more exactly defined than the sub-items of upper secondary school teaching. Municipal adult education (komvux) has also evolved a modular system, based on a classification of the sub-items of upper secondary schooling.

The differences between these various systems should not be unbridgeable. And a single, common modular system for upper

secondary schooling, komvux and AMU is important for several reasons:

- The growing need for recurrent education, which means heavy demands on collaboration between different forms of schooling.

- The heavy cost of equipment for vocational study programmes and, in many cases, the short write-off times involved by the introduction of new techniques, which call for a high level of exploitation.

- The constantly changing qualifications required in the employment sector, which necessitate rapid alterations to parts of the syllabi.

- Changing competence requirements in the employment sector, which can make it necessary for teaching items, i.e. certain modules, from one study programme to be added to another.

The various study programmes should also be easily comparable. In other words, when a student changes from one form of education to another, his certificates must make it quite clear which instructional items he has already completed.

This means that the content of the modules will have to be the same, regardless of the form of education involved. The student can then be credited with previous upper secondary schooling if he or she goes on to komvux or AMU.

Similarly, vacancies in one form of education will be more readily available to another. The objectives to be met by each individual module must of course be the same for all forms of education. But combinations of modules - and, accordingly, the courses generated - may vary and have different aims or objectives. In upper secondary school, these combinations must be sufficiently broad-based to provide complete vocational education, whereas komvux and AMU programmes can be more specialised.

A common modular system also means that the duration of the various courses should be determined by the time scales defined for the modules. The time scales in turn should be stated as a fixed number of teaching hours, and not - as at present - in periods per week. This will give the students an assurance that lessons will not be lost because of public or school holidays, in-service days etc; instead they will be guaranteed the number of teaching periods indicated by the time schedule.

A LARGER PROPORTION OF GENERAL SUBJECTS

Already in 1971, when the upper secondary school was first introduced, the two-year vocational programmes were given a larger proportion of general subjects than had previously occurred in vocational schools. Today, rapid technical progress, growing internationalisation and other factors indicate that general subjects are becoming still more important, with regard both to direct vocational activity, the vocational role and personal development.

Certain students, however, are school-fatigued or have experienced too many failures in compulsory school. These pupils are poorly motivated for assimilating the theoretical instruction which is also important to vocational study programmes. If theoretical subjects are geared to the main subject, by initially concentrating studies more on the main subject, with special emphasis on practical vocational qualifications, this will give students more incentive for adding theoretical elements to their study programmes later on.

The OGY Panel recommends the following common-core time schedule:

	Grade 1	Grade 2	Grade 3
Swedish	2	3	2
Economics and social affairs	-	2	2
Physical education	2	2	2
Elective subjects	3	3	-
Reserve period	-	1	-
Project and advanced studies (possibly including general subjects)	-	-	(<5)
Total	7	11	6(<11)

The total time allocation for Swedish studies remains unaltered but is divided between three grades. Teaching in Grade 1 is to some extent integrated with the main subject. The teaching of economics and social affairs should include items relating both to the life of the community (political economy, political opinions etc), employment questions (e.g. the occupational environment and aspects of the Labour Law) and private life (diet and health, consumer education, family law and interpersonal relations). Work experience, as it now exists, will form part of a subject dealing with economics and social affairs.

Physical education, in which ergonomics plays an important part, receives the same time allocation in Grades 1 and 2 as at present plus two ppw in Grade 3.

The content of the reserve period remains unaltered but is transferred to Grade 2.

When compulsory Swedish for Grade 2 was introduced in the 1984/85 school year, the elective subject was confined to Grade 1. Now that the elective block will once again be of two years' duration, all upper secondary school students will have the opportunity of acquiring general eligibility for higher education. In addition, project work in Grade 3 should be designed in such a way that everybody - including those who have not opted for English - will be trained in the use and terminology of the language for their particular vocational fields.

The three ppw for vocational theory have been transferred from Grade 2 to Grade 3, so as to make it easier for the vocational teacher to maintain continuous and natural contact with workplace training, the object being for the students, under the guidance of the vocational teacher, to relate their workplace experience to their studies of vocational theory.

Grade 3 also includes a five-ppw advanced course/study project forming part of the main subject or subjects. The actual design of this advanced course will depend entirely on the study programme concerned. Computer skills may be appropriate to several programmes. Pupils taking the Computer Science/Retail Trade and Clerical Work Line, for example, can deepen their knowledge and skills in commercial Swedish and/or English while students taking the Painting and Decorating Branch may pursue studies of graining techniques by means of practical exercises in the workshop.

A COMPREHENSIVE UPPER SECONDARY SCHOOL

There are great problems involved in constructing an upper secondary school which will meet the demands of all interests and at the same time open its doors to everybody. Quite a lot can be done, however, to improve the prospects of achieving this aim.

Introductory periods, for example, can do a great deal to help students who are vocationally and, consequently, educationally undecided. They should be able to opt for an introductory period before going on to their definite studies. The introductory period, accordingly, should not be organised merely for "those who are left over".

The period should consist of a number of modules, and it should be possible to offer modules from different sectors. Completed modules should be credited for subsequent education.

The clearly vocational introduction to studies should be capable of stimulating school-fatigued students who are unwilling to continue their theoretical studies after compulsory school but are very interested in the occupation or the occupational field for which they have chosen to train.

Only a small proportion of general subjects ought therefore to be included to begin with. Instead, studies should be made to concentrate still more on the main subjects, emphasising practical vocational skills.

Educational motivation is always more easy to achieve in voluntary, self-chosen situations. One of the leading principles

of a reformed upper secondary school should therefore be the creation of an "elective school" instead of a "de-elective" one. That principle can be more easily accommodated by breaking down the present-day system of lines and grades into a modular system.

This proposed modular system for the main subjects of vocational education programmes, however, does not mean abandoning the principle of study programmes where youth education is concerned. But a study programme for engineering mechanics, for example, should also be capable of including a module or modules for electrical engineering.

Then again, students will have a somewhat better opportunity of choosing particular, elective modules which interest them.

A modular system will provide better opportunities for competence-related education. In schools today, the content of instruction can be said to float past all students at the same rate. Some students may not be able to assimilate more than 20% during two years' instruction, while others may assimilate 80%. Competence-related instruction will mean giving students the time they need to assimilate the content of a module.

This, it is true, means that certain students will only have time to absorb a more limited number of the study programme modules during the time allowed for their education. But a student will then at all events be able to prove that he or she has a thorough knowledge of something, and this has an important bearing both on self-confidence and on job prospects.

Competence relation will also mean making the transition from Grade 2 to Grade 3 individually flexible. In other words, students mastering all the modules in a grade by April, for example, will be able to go onto the next grade's modules or to the workplace training for Grade 3. Conversely, certain modules can be excluded for students who are found to have difficulty in keeping up with the normal rate of progress.

Students who have not completed all the modules after two years can, if they wish, proceed to take the remaining modules in order to attain the competence required for continuing their studies in Grade 3.

Different timescales for different students may thus result in students completing different numbers of modules at the time they leave upper secondary school. Those who have not completed a sufficient number to qualify for employment will then be able to make up the deficiency in komvux or AMU.

The upper secondary school planning system should be altered so as to give more weight to students' first choices. There are several indications that students' preferences can be more generously accommodated without producing a shortage of suitably qualified labour or a surplus of certain occupational categories.

In particular, there is less agreement between vocational education and future employment than has hitherto been supposed. A number of Statistics Sweden (SCB) surveys have shown, among other things, that the ten largest study programmes (i.e. lines of upper secondary school) account for 75% of recruitment

throughout the labour market. This means that several sectors recruit personnel from far more lines of upper secondary school than is intended.

In addition, the boundaries between different occupations are in the process of being obliterated, due to those occupations merging with one another and, in certain cases, forming completely new occupational categories, e.g. "electrical technicians".

None of the measures proposed here will be sufficient on its own, but together they make up a pattern which will benefit the student and will bring the objective of a "comprehensive upper secondary school" within closer reach.

STUDENTS REMAIN "STUDENTS" THROUGHOUT THEIR EDUCATION

All vocational education conducted at workplaces must be defined and specified in syllabi. This means that workplace periods must also be devoted to education as such, and not just to the practical implementation of things which the students have learned at school. For this reason too, students ought as a rule to be regarded as students for the whole of their education

The OGY Panel's recommendations do not imply the definition of conditions, legally binding on the labour market parties, for students undergoing the workplace phases of their education. On the other hand, the recommendations assume that the consensus anticipated by the Panel will result in agreements across the board between the labour market parties, defining students' conditions throughout their education in a uniform manner.

This means that there should not be an employer-employee relationship between the student and the employer responsible for the workplace where training has undergone. Since, however, the Panel has preferred collective negotiations to general and peremptory regulations, the parties will be able to frame suitable exceptional provisions where circumstances demand.

Student status means that the student will be entitled to study assistance and will be able to draw on the counselling and student-welfare amenities of the school system. It also means that the student will be required to take part in the in-school phases of education. These conditions will apply to all three grades.

It also follows that the education authorities will be required to guarantee the students insurance coverage comparable with the coverage enjoyed by employees at the workplace. At present, the insurance coverage provided for these students is gravely inadequate.

ADVANCED FORMS OF CO-OPERATION BETWEEN SCHOOLS AND THE EMPLOYMENT SECTOR

In contacts between schools and the employment sector, it is essential that the competence conferred by a programme of studies should be made clear. It is necessary, not least in a fully developed system of workplace training, for schools to indicate what the student has learned at school, which modules are included and what objectives apply to the modules which the student is to cover at work.

Similarly, it is important for the employer to know which modules the student has completed since he completed his education. For this reason, the module or modules successfully completed should be specified together with the student's leaving certificate, just as in the case of upper secondary schooling, komvux and AMU.

To ensure equivalent standards of education, the content of study programmes (modules) will to a very great extent have to be determined centrally.

At central level, the NBE is responsible for curricular development and, accordingly, for continuously monitoring educational standards and observing indications that study programmes are in need of modernisation.

Furthermore, permanent curricular groups should be set up. These should include representatives of educational authorities and vocational committees or the corresponding sectorial parties.

Every curricular group should also include representatives of the other branches which naturally belong together, in view of the tendency for occupational fields to expand.

AMU and komvux representatives should also be included, partly on account of the common-core modular system proposed and also in order for a vertical view to be taken of the educational needs channelled through the curricular groups.

The modular system will enhance the prospects of signals from outside having a rapid impact through the curricular groups, on condition that the curricular are given more of an outline character. The fastest impact of all would be achieved in a system whereby the Riksdag defined general time schedules for the main vocational subjects, while the Government laid down goals and guidelines and the NBE, after consulting the curricular groups, drew up the main teaching items, i.e. the modules.

The prospects of directly influencing educational content at regional level are limited, except for the specialised courses focusing on regional labour markets (RA courses). Just as today, it should be the natural procedure for county education committees to intimate, through the NBE, that changes are called for.

The evaluation work done by the curricular groups and, accordingly, by the vocational committees at school level should be integrated with the school-visiting activities of each county education committee within the study programmes concerned.

At local level, the prime concern must be to establish the best possible conditions for the various study programmes and, in various ways, to achieve high standards of quality.

Direct contact between schools and the employment sector proceeds through school management and teachers. And it is vocational teachers who will be the most important supervisory resource of all. Of the eight weeks or more of workplace training proposed for students in Grades 1 and 2, the OGY Panel recommends that the vocational teacher be stationed full time for four weeks at the various workplaces, for purposes of liaison and supervision.

Every workplace, on the other hand, must detail somebody to act as instructor.

It should be possible for a teacher at the school to be detailed to conduct lessons at a workplace where vocational training is based. Similarly, it should be possible for an instructor to do a certain amount of teaching in school.

The local vocational committees are destined to become an increasingly important instrument at the disposal of the local education authorities. As advisory agencies - including representatives of both employers and employees - they are capable, by reason of their specialised knowledge, of playing an essential part in local follow-up. The existence of the vocational committees should therefore be codified in the Education Ordinance, so as to guarantee contacts between schools and the employment sector.

In addition, the OGY Panel recommends a special allocation of MSEK6 for bipartite participation in active supervision and follow-up.

The attention of local education authorities should also be drawn to the necessity of reinforcing the status and position of the local vocational committees, partly by improving their financial resources and also by consistently using them as consultation partners on matters relating to the various study programmes.

IN-SERVICE TRAINING FOR VOCATIONAL TEACHERS

The volume of in-service training for vocational teachers today - on average one week every six or seven years over and above in-service days - is manifestly inadequate. In reality, annually recurrent and compulsory INSET is needed in addition to in-service days.

The mere amalgamation of the isolated in-service days existing at present to form a continuous period will provide a major resource, facilitating more structured INSET.

In addition, the expansion of workplace vocational training recommended by the OGY Panel will provide scope for extensive and recurrent in-service training. In other words, when, as previously mentioned, the vocational teacher has spent four weeks of the first two school years at the students' workplaces, another four weeks will remain which, in principle, should be applied to in-service training for the teacher.

Within this time scale, priority should above all be given to further subject studies and to the INSET requirements entailed by a new upper secondary school.

To serve any useful purpose, vocational studies must be carefully planned as part of an individual, recurrent programme of training.

These studies should present a combination of theoretical, methodological and practical studies. Theoretical studies can, for example, be planned as specialised courses geared to vocational studies.

One of the tasks of the local vocational committees is to encourage teachers to engage in vocational studies and other in-service training, for example, by inducing companies to make vocational study places and in-house training opportunities available to them.

The county education committees should take steps to bring about inter-municipal co-operation, so that an acceptable range of vocational study opportunities will also be available to teachers in small communities.

In connection with the introduction of modular syllabi, vocational teachers should also be encouraged to take part in job rotation schemes and to work in teams.

A large number of technology centres are now being planned and developed. These will also have an important part to play in teacher INSET provided they are equipped and operated in such a way as to accommodate school interests.

TRAINING OF INSTRUCTORS/SUPERVISORS

In a fully developed educational system, it will be the task of the workplace instructor, together with the student's teacher, to plan, conduct and follow up the training provided at the workplace.

Planning can, among other things, involve discussing with school staff the teaching items which should be conducted at the workplace, the teaching methods to be employed and the best way of utilising the available equipment and modular teaching materials.

The conduct of training will among other things include introducing the pupil to the working environment, providing motivation and stimulus, communicating vocational skills and furnishing documentation on which to base an assessment of the student.

These duties presuppose careful consideration, by the workplace and school acting together, as to who should be appointed instructors. Apart from a knowledge of school syllabi, educational interest and good professional skills, the instructors should also have a clear appreciation of the company and of its goals and policies. In addition, of course, they should be interested in passing on their knowledge.

The training of instructors is so essential that it should be made compulsory for the company involved in vocational education.

The concrete design of education is decided by the school system and the relevant trade organisations, acting in close collaboration. To facilitate a rapid increase in the number of trained instructors, a pilot training system should be considered, with centrally/regionally trained instructors conducting training at local level.

The allocation, currently received by the National Board of Universities and Colleges, for the training of instructors and supervisors will be transferred to the municipalities and opportunities of chartered or commissioned training will be utilised.

In certain fields it will also be possible for the in-service training of vocational teachers and instructors to be jointly planned and co-ordinated.

WHAT WILL IT COST AND WHO PAYS?

The cost of in-school training and the cost of supervising training as a whole will be borne by the community. One of the OGY Panel's basic assumptions, however, in keeping with its terms of reference, has been that there must be no increase in the educational costs incurred by the State and education authorities.

The improvements proposed by the OGY Panel to the quality of in-school vocational education will mean additional expenditure by national and municipal authorities - on intensified teaching inputs, teacher INSET etc - amounting to more than MSEK600. It is anticipated that this increase can be offset by the employment sector assuming a larger share of the costs involved by workplace training, and also by a reduction in the need for present-day labour market policy measures on behalf of young persons (youth teams, recruitment subsidies etc).

workplace training on the lines proposed by the OGY panel will require extensive commitment throughout the employment sector. In other words, this system will involve both private, national government and municipal employers.

The proposal for the employment sector to bear the expense referable to workplace training presupposes an apportionment of expenditure between training and non-training workplaces by means of a levy per employee. It is assumed that this money will be entirely refunded to companies in the form of remuneration for training inputs. The levy should be made at a flat rate, with no differentiation between different branches of employment. It will take the form of a certain percentage of the wage bill. It is perfectly appropriate that personnel-intensive operations should thus be made to contribute a larger share, since they also recruit more fully-trained students than companies and public authorities whose activities are capital-intensive.

The OGY Panel estimates the total cost of workplace training to the employment sector at about MSEK1,200 per annum. This is 0.33% of the wage bill for the 1985 calendar year. Only part of this figure, however, represents a new net item of expenditure. Most employers today are already incurring expenditure, for example, on the final training and induction of young persons who have completed two years' vocational education. That expenditure is included in the MSEK1,200 which the OGY Panel proposes the employment sector should invest in improvements to vocational education.

EXPERIMENTAL SCHEME AS FROM THE 1987/88 SCHOOL YEAR?

The closing date for comments on the OGY Panel's recommendations concerning a new scheme of vocational education is 1st September 1986, and accordingly, it should be possible for the recommendations to be debated by the Riksdag already in the spring of 1987.

This in turn means that it should be possible for a certain amount of experimental activity to be launched already in the 1987/88 school year, e.g. development of modular syllabi, the experimental operation of three-year syllabi and workplace training, wider in-service training for vocational teachers, and the training of instructors. On the other hand, recommendations directly connected with the new system of finance, the transition to teaching hours instead of periods per week etc. cannot be put into effect until the 1988/89 school year at the earliest.

It follows that the proposed third year cannot be introduced until the 1990/91 school year at the earliest.

END

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